

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here: <div style="border: 1px solid black; padding: 2px; text-align: center;">             RECEIVED              TEXAS EDUCATION AGENCY              SEP 26 PM 1:29           </div>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	Place date stamp here.
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Charlotte ISD	007901			
Vendor ID #	ESC Region #			
	20			
Mailing address		City	State	ZIP Code
102 E. Hindes Ave.		Charlotte	TX	78001-0489
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Mario		Sotelo	Superintendent	
Telephone #	Email address		FAX #	
830-227-1431	<a href="mailto:msotelo@charlotteisd.org">msotelo@charlotteisd.org</a>		830-277-1551	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Denise		Cruz	CHS Principal	
Telephone #	Email address		FAX #	
830-227-1431	<a href="mailto:dcruz@charlotteisd.org">dcruz@charlotteisd.org</a>		830-277-1551	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

First name	M.I.	Last name	Title
Mario		Sotelo	Superintendent
Telephone #	Email address		FAX #
830-227-1431	<a href="mailto:msotelo@charlotteisd.org">msotelo@charlotteisd.org</a>		830-277-1551

Signature (blue ink preferred)

Date signed



*Only the legally responsible party may sign this application.*

701-17-103-111

Schedule #1—General Information

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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## Schedule #5—Program Executive Summary

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☒ Focus Area 1: Pathway Hubs, Rural Schools

Charlotte Independent School District (CISD) is a small, rural district located about 60 miles south of San Antonio, in the heart of South Texas ranch country. According to the list of eligible campuses, Charlotte High School (007901001) is identified as Rural: Distant. Charlotte HS (CHS) identified student needs of (1) limited staffing for students within their chosen endorsement(s), student choices to remain active in extra-curricular activities through clubs and UIL events therefore resulting in creative scheduling, and with 77% of the district population identified as Economically Disadvantaged; therefore the majority of course costs would be absorbed by the district with additional funding coming from grants and area businesses. We currently have limited technology curriculum to address the student/parent/guardian requests for online coursework to not only meet current student achievement for college and career readiness, but also, to meet endorsement offerings and labs for career readiness too. The expansion of district offerings focusing upon stackable coursework and credentials within selected pathways would be a major element to upgrade and facilitate our current idea to offer choices for Every Student. With the expansion of the Early College High School beyond College driven preparation, but also Career gained knowledge and skills, Every Student will have multiple opportunities to a well-rounded learning environment. At a recent Board meeting, trustees supported a District of Innovation Resolution. District Leadership Team members have developed the plan and processes for DOI opportunities to address barriers that have not been a road blocks in increasing choice and opportunities. Many Critical Success Factors (CSF) will be able to efficiently support and provide choice initiatives in CISD. Expanded offerings for increased learning opportunities of additional Endorsements currently acknowledged by CISD are also being planned to align and compliment the "Big Picture" of the developing Early College and Career High School in Charlotte. Our ongoing learner planning through win-win systems within our small district would significantly receive increased support and access with Perkins Reserve Grant funds.

CISD will provide academic support to all students and personalize their learning with an Individual Academic Education Plans (IAEP). College and Career coursework, along with the traditional program offerings, will improve detailed expectations, Competency-based in some cases, and flexibility to meet student/home/community needs for increased student outcomes. Every CHS teacher will be assigned an advisory period for mentoring, coaching, and supporting student work by continuously monitor student progress by analyzing student formative and summative data every three and six weeks, student attendance, behavior, school climate and culture, etc. The advisory period teacher will be responsible for ensuring the student adheres to the coursework plan, possible interventions, and additional contacts through conversations from PLCs. Advisory period teachers will have data talks with students to review the six weeks goals set by students and teachers. Students will complete community service projects through their Advisory Period class. The Choice initiative will personalize the learning environment by creating a nurturing and supportive school climate based upon student interest and needs. Academic support will be a constant to assist students with the rigorous coursework. CHS staff will be trained on how to create personalized learning by following templates, dialoguing with key individuals impacting the student outcomes. Together, with the campus leadership team, counseling will pace instruction to meet the needs of all learners and tailor instruction to specific interests of different learners, to promote and provide quality Career and College Readiness for every student. Personalized instruction will be a key strategy in constructing intervention plans to take control of their learning and to address and conquer all challenges. Students are encouraged to have an active voice in their learning. All students will have academic education plans. Beginning with selected Endorsements, they will develop academic goals every six weeks with the assistance of their teachers and advisory period teacher. Students will keep track of their formative and summative assessment data results in the IAEPs and Student Learning Log. Students will set academic goals every six weeks. Students will work with their teacher, including their advisory period teacher, to establish learning goals and update their academic education plan. Students will work with their teacher to choose tools and strategies that are more appropriate to support their Career and College plans for increased student success. CHS teachers will convey, on a regular basis, high expectations and standards for

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student behavior and academic results. Building a positive supportive school community will be a major objective for staff, parents, and students. Cultural practices and beliefs in small, rural school districts generally take time to redirect habits and perceptual beliefs that have been around for decades. As CHS staff use instructional strategies that will promote a personalized learning environment, such as project based learning, blended instruction, flipped instruction, cooperative learning, practicum, internships, etc. CHS staff will connect student's interests and find the right balance of challenge and support. During the Summer Bridge Program, all ECCHS students will take the ACT Profile. The ACT Profile offers students the powerful, personalized insights they need to make smarter decisions about life after high school. The ECHS counselor will use the ACT Profile to connect with all students, view their students' personalized insights, and better guide them. Continuous monitoring and adjustment will be ongoing for high levels of student achievement as evidenced by numerous outcomes. Ultimately, with the use of all CSF as guidance, and ongoing review of data, CISD will grow their own HQT and develop a plan for continuous improvement and sustainability.

Charlotte ISD was awarded the ECHS designation in the Spring of 2017. To better meet the needs of the students, families, and surrounding community area, the Industrial Certificate will be quickly expanded and offering during course selection. CISD plans to provide opportunities for students to earn credentials that are stackable in form a viable pathway toward educational and workforce attainment. Accumulated over time and current areas of student interest/community need(s), CISD plans to move forward with developing current welding classes and expanded interests. Academic courses are designed primarily to apply to transfer, Associate of Arts (AA), or Associate of Science (AS) degrees. Core curriculum and foreign language courses are academic and many dual credit. These courses are all part of the Texas Academic Course Guide Manual (ACGM). Workforce courses are designed to apply to Workforce Certificates and Associate of Applied Science (AAS) degrees. Together, they form student guidance for selecting, through choice, their courses that will make their future life. With both types of coursework, every Charlotte student's identified endorsement and planned AA degree/Certificated area is not just an Individual Learning Plan, but an opportunity to meet their educational goals. Charlotte ECCHS students enrolled in coherent sequences of CTE courses may have the opportunity to earn an Endorsement, as well as, industry recognized certifications in their advanced or capstone courses. Welding curriculum builds skills in Shielded Metal Arc Welding (SMAW), Oxy-Acetylene Welding (OAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW) for employment in many industries with different requirements for cutting and welding. These skills are required in the fabrication and construction of vessels and structures, and their maintenance and repair. Emphasis is on the opportunity to gain practical experience, with related courses in shop math, welding theory, drafting and layout, plate and pipe fabrication, and the properties of various metals. Welding is an articulated high school credit program. Students who have successfully completed appropriate welding courses in high school may be able to receive college credit for those courses. In addition to the Associate of Applied Science Degree, Level I and Level II certificates may be earned in welding. Stackable Credentials as offered to students:

<b>Welding Industrial Certificate Stackables</b>	
<b>Associate of Applied Science</b>	<b>Credit Hours</b>
• AAS Welding	60
<b>Certificate</b>	
• Combination	41
• Structural Welding	29
<b>Occupational Skills Award</b>	
• Welding	14

Graduation with any award requires completion of the curriculum and passage of the program's capstone. Capstone exams are given in WLDG 2451 for the AAS and Level II certificate, and WLDG 1430 under the basic welding skills curriculum. With this plan, we are requesting additional support for our students through the Perkins Reserve Grant. It will allow us resources to benefit every student with quality outcomes designed for future workplace success.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$3,750	\$3,750	\$8,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,000	\$0	\$25,000	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$30,000	\$0	\$30,000	\$3,000
Schedule #10	Other Operating Costs (6400)	6400	\$1,250	\$0	\$1,250	\$0
Schedule #11	Capital Outlay (6600)	6600	\$15,000	\$0	\$15,000	\$8,000
Grand total of budgeted costs (add all entries in each column):			<b>\$71,250</b>	<b>\$3,750</b>	<b>\$75,000</b>	<b>\$34,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 007901		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
<b>Program Management and Administration</b>					
4	Project director	0	1	\$0	\$4,000
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	1	\$0	\$2,000
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
<b>Auxiliary</b>					
12	Counselor	0	1	\$0	\$2,000
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	0	0	0	\$0	\$0
22	0	0	0	\$0	\$0
23	0	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$3,750	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$3,750	\$8,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	NA		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match

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1	Continuous Improvement Director	\$10,000	\$3,000
2	Grant Evaluator	\$3,000	\$0
3	ELAR Instructional Coach	\$4,000	\$4,000
4	Math Instructional Coach	\$4,000	\$4,000
5	Combination Welding Academy Facilitator	\$4,000	\$4,000
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
<b>b. Subtotal of professional and contracted services:</b>		<b>\$25,000</b>	<b>\$15,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$25,000</b>	<b>\$15,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$30,000.	\$0
Grand total:		\$30,000.	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,250	\$0
Grand total:		\$1,250	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1	0	N/A	N/A	\$0	\$0
<b>66XX—Computing Devices, capitalized</b>					
2	Server	1	\$15,000	\$6,000	\$6,000
3	Computers	5	\$1,000	\$5,000	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
<b>66XX—Software, capitalized</b>					
12	Micro-soft	5	\$1,000	\$4,000	\$2,000
13	0	0	\$0	\$0	\$0
14	0	0	\$0	\$0	\$0
15	0	0	\$0	\$0	\$0
16	0	0	\$0	\$0	\$0
17	0	0	\$0	\$0	\$0
18	0	0	\$0	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>					
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29	0			\$0	\$0
<b>Grand total:</b>				<b>\$15,000</b>	<b>\$8000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 007901										Amendment # (for amendments only):					
<b>Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	115	72.8%	DNA												
Limited English proficient (LEP)	4	2.5%	DNA												
Attendance rate	NA	94.5%	DNA												
Annual dropout rate (Gr 9-12)	NA	0.6%	DNA												
Teacher Category	Teacher Number	Teacher Percentage	Comment												
1-5 Years Exp.	8.8	57.8%	DNA												
6-10 Years Exp.	2.0	12.9%	DNA												
11-20 Years Exp.	3.0	19.5%	DNA												
20+ Years Exp.	0.0	0.0%	DNA												
No degree	1.5	9.9%	Experience in lieu of degree. Temporary from TEA												
Bachelor's Degree	11.6	76.2%	CTE and Traditional to meet Stackable Industrial Certificate toward Associate of Arts/Science												
Master's Degree	2.1	1.0%	CTE and Traditional to meet Stackable Industrial Certificate toward Associate of Arts/Science												
Doctorate	0.0	0.0%	DNA												
<b>Part 2: Students/Teachers To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		007901	<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution	
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
0	0	0	0	0	0	0	0	0	0	8	5	2	0	15	
Teachers															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
0	0	0	0	0	0	0	0	0	0	4	3	4	4	15	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Charlotte Independent School District (CISD), a small rural district located 60 miles south of San Antonio, has been in School Improvement, Improvement Required/Former Improvement Required, for the past 6+ school years. Prior to the selection of the current superintendent four years ago, the district also received letters from the Texas Education Agency (TEA) indicating the possibility the district, with its three campuses, would not be accredited unless growth and student achievement improved significantly within the Texas Accountability System. The three schools and the district utilized the Texas Accountability Intervention System (TAIS) with the four major, continuous improvement elements; Data Analysis (What?), Needs Assessment (Why?), Improvement Plan (How?) within the design of a business plan model requiring four quarter short term goals to address the crafted Annual Goal(s), and Implementation and ongoing monitoring and adjustment as defined by formative, qualitative & quantitative, data. The CISD and three schools used the TAIS effectively and efficiently to achieve their annual goals; 3-5 focused and target specific. The district and three schools are no longer in School Improvement. CISD is moving forward to provide **choices** for Charlotte students-families for current education coursework and future School to work plans. There is still resistance, and those perceptions need to be dismissed for increased levels of student outcomes. Specifically, when the Charlotte District Advisory Committee (CDAT) began to discuss the root cause of the high school stagnation of ELA/Writing and Math plateau results, the 5 Why? questioning and Deep Data Dig processes were utilized in the Comprehensive Needs Assessment (CNA). When the tasks were finished, the data reviewed; (TAPR, Texas Accountability Summative Reports, and STAAR (incoming Freshman)/EOC summative data, and Formative assessments including unit tests, lesson plans, district benchmark assessments, classroom walk throughs, Instructional Practice Inventory (IPI), student conversations, Professional Learning Committee agendas and notes), all evidence supported the declining findings, but very few possibilities to address the root causes for student achievement decline of ELA/Writing and Math. The CSF regarding Climate and Culture was the reoccurring factor. The infamous, "the students aren't motivated" was given as a cause, rather than the truth. It is an adult excuse! Response-to-Intervention (RtI) fixed the identified current cause(s), but not the root problems. It was agreed, the following systemic causes need immediate Educational Results (ER) in order to meet the vision where *Every Student will acquire relevant knowledge and skills to successfully function in and progressive and changing global society*. From numerous TAIS guiding questions and data acquired through the 5 Whys?and Deep Data Digs with resulting Data-V and Quintile charts to better visually delineate results, CDAT began to formulate specific targets within a focus of Learning to Learn Skills. The current achievement levels in the STAAR/EOC state assessments clearly defines the expectation; 60% of all test takers will achieve passing reports at Met Standard – Approaching, Met Standard – Grade level, or Met Standard – Mastered. ELA/Writing at the high school results are like a roller coaster, up and down between 37% to 52% and then back down and up. In writing, the language has been "revisions and editing" are causes, with the need to improve vocabulary in ELA. In Math, we found the scores may improve slightly every year, 2-4% points, until a TEKS rewrite or a change is summative assessments. The language heard is, "the adjustment to the new TEKS or the new assessment will be better next year!" This is a true statement, but improvement is not significant. The true reality is in ELA/Writing and Math reflects the absence of Learning to Learn Skills with currently 60% of the 9<sup>th</sup> and 10<sup>th</sup> grade students. They go through the motions (maybe) lacking the commitment to creating quality work and striving for excellence. Teachers and instructional coaches need to use scientific-based research (SBR) as specified by federal Critical Success Factors (CSR), with fidelity and reliability to the Student Expectations (SE) of the TEKS. Classroom observation data clearly reflects teachers currently have difficulty in coaching and guiding small groups and individual student practices to promote students' learning to learn skills use. Students also lack time management and personal skills (flexibility of time (CSR), adaptability, perseverance, self-discipline, etc.) to enhance their learning. Technology is just another tool within the classroom as a practice learning tool, but not used as a critical, infused element in the learning process. Currently, Student Journals are expanded daily diary-type tools, rather than a means to reflect, enhance and extend their learning to meet their goals. Closure and limited feedback is also missing within a classroom of routines, resulting in minimal learning. CISD, after reviewing numerous means to address general needs more specifically with reliable and established tools, resources, professional development, and learning tools relevant to College and Career Readiness when used effectively, we are designing

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1.	Begin the student-family-teacher collaboration for Industrial Certification awareness, understanding, and buy-in within the high school traditional and ECCHS planning, process, and future Endorsement areas.	CBC has crafted dual credit courses to promote rigorous, college-level instruction for high school students. In the new design, courses now emphasize scientific inquiry and reasoning, as well as depth of understanding for big ideas, over fixed, broad content coverage of facts. These are sweeping changes to a long-standing educational program. Hundreds of thousands of students--and their teachers--are now expected to grasp learning through inquiry processes, integration of real world applications and principles, at a rigor level of Bloom's synthesis of content knowledge at a higher level than ever before. These redesigned courses aim to promote deeper learning for students for progress, growth and achievement in the continuum of expected 21 <sup>st</sup> century learning.
2.	Provide a range of professional development option to support teachers with their different needs, as they move through change in curricula and assessments within the Industrial Certification framework and teaching&learning resources.	Longitudinal study is that individual teacher characteristics--such as age, gender, years of experience teaching, attitudes toward professional development, and most significant, challenges with a redesigned teaching and learning approach--strongly inform the type of professional development teachers choose. This suggests that teachers are aligning their professional development selections with their perceived needs. Of the many forms of professional development within the ECCHS framework and resources, the online <a href="#">AP Teacher Community</a> (a College Board website where teachers can discuss teaching strategies, share resources, and connect with each other) seems to have the largest positive direct association with both teacher practice and student outcomes, and the relationship is statistically significant. This finding is intriguing and we are now exploring its causes and impact upon the ECCHS. Choice "participation" can take varied forms, such as sharing resources every day and posting comments once a month.
3.	Plan and implement recruitment, awareness, understanding, and buy-in from the student, family, community, and teachers.	Utilize the marketing tools developed by the CBC and area Workforce groups, at the meetings, recruitments, and throughout the year of planning. Through the Charlotte District Advisory Team (CDAT), begin to develop marketing strategies, lists, means for sending out the message, and begin the basic operational design of the current TAIS process plan to provide a well-rounded education of enriched, accelerated curricula, and educational experiences. Basically, improved conditions for learning by focusing upon Learning to Learn Skills for students and PD for teacher growth and improvement. As the interest grows, various tools to assess student potential and mindset will be used to define their interest.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Texas administrative certification and graduate level coursework in instructional leadership knowledge and skills; Master's to Doctorate Degree in Leadership and/or Administration; and years of demonstrated accountability success through documentation and career milestones as noted in the resume, with professional development received and presented, plus demonstrations and presentations at state and national level. Educational publications would be desirable.
2.	Content Mentor	Texas content certification for which the student and/or teacher is receiving mentoring; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments would be desirable.
3.	Content Tutor	Texas content certification for which the student and/or teacher is receiving tutoring; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments would be desirable.
4.	ELA Teacher	Texas ELA certification; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments with student reading growth and achievement levels, along with writing growth and achievement levels throughout the work experiences.
5.	Math Teacher	Texas Math certification; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments with student math growth and achievement levels throughout the work experiences.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Students will target one (1) goal: College and Career Readiness for continued learning through stackable choices; Industrial Certificate; Associate of Arts/Science; and Bachelors, as possibilities	1. Attend College and Career Readiness Awareness and Information for Students and Families	01/15/2018	08/21/2018
		2. Identify Student Readiness through assessments	01/30/2018	05/15/2018
		3. Clearly define Exemplar targets within the Endorsement(s) and the Industrial Certification.	01/30/2018	6/15/2018
		4. Complete a CISD ECCHS Plan Packet based upon choices and assessment results	01/15/2018	02/15/2018
		5. Complete application for CTE coursework and teacher training for beginning in 2018-19 school year	06/30/2018	08/30/2018
2.	Students will demonstrate a commitment to creating quality work and striving for excellence	1. Student will use a wide variety of approaches to learning, including the use of technology as a tool infused into learning	01/15/2018	05/30/2018
		2. Student will self-assess their own learning strategies and identify ways they can strengthen their learning	01/15/2018	05/15/2018
		3. Student will make a commitment to creating quality work and striving for excellence as they complete projects/assignments across the AP curriculum	01/15/2018	05/15/2018

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goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD district and three campuses use the TAIS process for feedback and continuous improvement. The CDAT monitors the effectiveness of the ECCHS Continuous Improvement Plan on an ongoing basis and formal reviews according to the established timeline within the grant. In addition, as formative data is reviewed, the standing ECCHS Ad Hoc team, created from the initial CDAT member, will be advised through generated admin reports and data results. The following points of analysis are taken into account in monitoring and analyzing the effectiveness of the Industrial Certification Plan (ICP) within the ECCHS: Which action steps contained in the ICP appear to have been successful? Does the effectiveness of these action steps hold implications for other ICP objectives? How can the school build on the success of these identified action steps? Which action steps in the ICP that originally appeared to be promising did not fulfill the expectations of the objective? Can these action steps be modified without compromising the goal of achieving well-rounded education for every student? Are there any additional action steps needed to be incorporated in the ICP to achieve increased levels of student outcomes? Have there been any surprises? If so, what lessons have been learned? What are the insights that have emerged in the ICP process? What steps have been taken to support the ongoing process of ICP? How does the school plan to sustain the commitment to continuous improvement for increased levels of student achievement? Have any new or emerging targets for improving student outcomes been identified by the school/student/families/community? If so, how will these objectives be addressed in the updating and refining of the ICP for 2018-19?

A "Survey of the Extent of Implementation and Effectiveness of the ICP," presented to the CDAT will analyze the responses and make any necessary adjustment to the ICP. Results will be posted on the district web site. CDAT's role in monitoring the extent and effectiveness of the implementation of ICP is one of the most critical responsibilities of the team. Ultimately, this makes the greatest difference in the success of the ICP for sustainability and student outcomes.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant Activity	Level of Implementation			Impact			Cost			Data			Continue
	Low	Medium	High	Low	Med.	High	Low	Med	Hi	Low	Med	Hi	Yes or No

#### ACTION PLAN

This template is used by TAIS. CISD has used this template is writing Sustainability Plans as they exit School Improvement. There is another template that establishes the Impact and Cost within a four corner design to determine the findings, strengths, and limitations. During the quarterly reviews, this template will document any sustainable data, design, and impact upon the ECCHS; ICP. CISD can only ensure every attempt to "Keep participants fully engaged, informed, and active participants in the learning process" is a goal of the CDAT. They were asked or nominated by their peers and/or principal. Members can ask to be removed, but the practice encourages the CDAT member submit the name of an interested member to keep the committee purposeful, representative, and functioning with meaning; increased levels of student achievement (CSF).

The Sustainability template section can be duplicated to maintain the same format throughout the ICP implementation and review. Monitoring the effect of building staff capacity establishes they must reflect upon the question of "did it work" and then carefully note what adjustments were made and what their impact was on student learning. Knowing the different adjustments made and the resulting impact is important for potentially replicating the same approach with other skill areas (and monitoring to see the effectiveness). Some of these adjustments may be as simple as some students responding better with one-on-one instruction rather than small groups, or some students may respond better to small bursts of instruction, rather than lengthy instructional sessions. Plan for evaluating the Target Area Goals for student Learning as identified by summative and formative, qualitative and quantitative data for every student throughout the recruitment, implementation, and on-going learning process within the ICP initiative.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Proposal Matches Goals of Grant Provider and will be able to be Completed in Timeframe	1.	CDAT quarterly review of the ECCHS;ICP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the AP-CIP
		3.	Defined rubric with (1) No evidence, (2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5) Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
2.	Components within the proposal are sustainable after Allowable Grant Period Needs are clearly identified for the Necessary Funds as requested in the proposal	1.	CDAT quarterly review of the ECCHS;ICP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the ECCHS;ICP
		3.	Defined rubric with (1) No evidence, (2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5) Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
3.	Evaluation Methods are detailed and compatible to the intent of the grant with measurable results defined	1.	CDAT quarterly review of the AP-CIP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the ECCHS;ICP
		3.	Defined rubric with (1) No evidence, (2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5) Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
4.	"Survey of the Extent of Implementation and Effectiveness" of the ECCHS;ICP	1.	CDAT quarterly review of the AP-CIP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the ECCHS;ICP
		3.	Defined rubric with (1) No evidence, (2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5) Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
5.	Written report of the findings from the evaluation process.	1.	Gathering the data; summative, formative in both qualitative and quantitative formats

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The vision of *Guided Choices to Impact Achievement for Every Student* is the overarching ECCHS;ICP vision. The expanding advanced academics will be one of the significant means to impact and improve college and career readiness for success. The focus remains to create new and improved teaching and learning environments that substantially increase the likelihood of expanded, sustainable college and career readiness learning. Every Student deserves the right for choices. Within the ECCHS;ICP design, students will review Endorsement offerings, discuss course that are required within the Endorsement, and share the opportunities for College and Career Readiness coursework, such as the rigorous courses CISD have planned during the 2017-18 school year. Quality coursework offered through postsecondary content, and the implementation of Learning for Learner Skills, will greatly impact more opportunities than previously afforded in the past. With the district limited access to opportunities for the students and teachers, CISD views ECCHS;ICP as a win-win situation, with quality and effective tools and resources leading outcome completion for postsecondary readiness.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

CISD utilizes various Endorsements throughout secondary years of schooling. Beginning in the Charlotte Middle School (CMS), the plan design to "scale up to grade 12" is utilized for electives within the Master Schedule, and also, the Family/Community involvement to utilized Social Media resources, call records, meetings, committee work, to understand and fully utilize the Choice options for student growth and achievement. The Secondary CHS/CMS redesign strategically utilizes and represents Endorsements and Endorsement Areas to guide their thinking. New Programs of Study are allowed outside of the traditional brick and mortar school systems, allows students options to learn by completing a coherent sequence of courses in Career and Technical Education classes, with quality core courses of increased levels of rigor and well-designed opportunities for relevance. Prior to the full presentation/discussion of Endorsements, students will be given the ASVAB to help determine areas of interests. Counselors will schedule appointments with students and parents to review and determine the initial Endorsement pathway(s). Currently, CISD is limited with facility occupation for increased opportunities for more Endorsements. District and campus admin are working within the immediate and surrounding area for Endorsement field work to enhance and expand current offerings. Additional Endorsement areas may become available with time, as the nearly acquired ECHS designation creates tools for students to bring additional requests for Endorsement areas not currently available. Charlotte High School Endorsements are the following:

Business & Industry with specific inclusion of English Language and Composition  
 Environmental Science Veterinary / Animal Science  
 Animation & Video Game Design  
 Graphic Design & Illustration  
 Commercial Photography  
 Business Management  
 Finance Marketing  
 Audio Video Production  
 Audio Video Production  
 Arts Construction Technology  
 Agriculture Sciences/Horticulture  
 Ag Mechanics & Welding  
 Public Services Education with specific inclusion of AP Spanish Language and Culture  
 Law Enforcement with inclusion of AP U.S. Government and Politics  
 Health Science  
 Education/Childcare Firefighter  
 STEM - CTE  
 Biomedical Engineering  
 STEM Engineering with specific inclusion of AP Computer Science Principles  
 Art and Humanities

HB 2804 requires Texas to include the percentage of students who earn an industry certification in the Accountability system. TAC 74.14 (e)(2) defines the certification as "industry validated credential that compiles knowledge and skills standards endorsed by a national or international business, industry, or professional organization; a state agency or other government entity; or state-based industry association. From the Perkins Effectiveness, the CDAT ECCHS ad hoc Advisory discussed student interest, community support for Industrial Certification; and as a means to provide more choices for every student as they work within an End of High School Program with specific focus and targets. The stackable will establish relevance within the pathway, and the local Area Advisory definitely found high levels of value for

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**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In May 2007, the 80th Texas Legislature passed HB 3485, requiring the State Board of Education (SBOE) by rule to revise the essential knowledge and skills for career and technical education not later than Sept. 1, 2009. The SBOE appointed writing teams to make recommendations for revisions to the CTE Texas Essential Knowledge and Skills (TEKS). Writing teams began work in the spring 2008 to review the current CTE TEKS and make recommendations for revisions. Recommendations for revision of the TEKS were adopted by the SBOE at the July 2009 meeting. Revised TEKS and courses implemented in 2010-11 including a recommended course sequence and a text equivalent description of the recommended course sequence for each cluster, in addition to the recent TEA Industrial Certificate review and approval in 2017. These state expectations and opportunities are guiding documents for the ECCHS;ICP Combination Welding Academy initiative.

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

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Schedule #17 response; Three identified outside, supporting partnerships for the ECCHS;ICP initiative are the following: **Coastal Bend College; Kiewit Mining Group in Christine, Texas; and Atascosa Workforce Advisory Committee.**

**Early Career & College High School**

**Benchmark 4: Curriculum and Support**

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Currently, working with the CISD CDAT and the CBC Workforce Committee connections, the ECCHS;ICP industry partner will be Kiewit Mining Group. 9200 Peeler Lane, Christine, Texas 78012. Welding is in high demand within many aspects of the industry partner. This is why the Combination Welding is the minimum certification expectation. Safety for the students, the ECCHS;ICP initiative, and the partnering industry.

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Grant Activity	Level of Implementation			Impact			Cost			Data	Continue
	Low	Medium	High	Low	Med.	High	Low	Med	Hi	Low Med Hi	Yes or No

The TAIS template, defined and justified in **Part 4: Sustainability and Commitment** of this grant, proposes a sustainability plan to ensure CISD will continue to meet the goals of the grant program after the end of the grant program. CISD has used this template in writing Sustainability Plans as they exit School Improvement. There is another template, within the design, that establishes the Impact and Cost within a four corner design to determine the findings, strengths, and limitations. During the quarterly reviews, this template will document any sustainable data, design, and impact upon the ECCHS; ICP. CISD can only ensure every attempt to "Keep participants fully engaged, informed, and active participants in the learning process" is a goal of the CDAT. They were asked or nominated by their peers and/or principal. Members can ask to be removed, but the practice encourages the CDAT member submit the name of an interested member to keep the committee purposeful, representative, and functioning with meaning; increased levels of student achievement (CSF).

The Sustainability template section can be duplicated to maintain the same format throughout the ICP implementation and review. Monitoring the effect of building staff capacity establishes they must reflect upon the question of "did it work" and then carefully note what adjustments were made and what their impact was on student learning. Knowing the different adjustments made and the resulting impact is important for potentially replicating the same approach with other skill areas (and monitoring to see the effectiveness). Some of these adjustments may be as simple as some students responding better with one-on-one instruction rather than small groups, or some students may respond better to small bursts of instruction, rather than lengthy instructional sessions. Plan for evaluating the Target Area Goals for student Learning as identified by summative and formative, qualitative and quantitative data for every student throughout the recruitment, implementation, and on-going learning process within the ECCHS:ICP system initiative. It has been designed to provide safety nets when areas are struggling, scheduled reviews to remain current throughout the process, and funding capacity building indicators to support with adequate resources.

#### **Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 007901

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial

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font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The ECCHS:ICP has been planned to be positive for the students and families within the initiative. One of the special features of Career Preparation and Practicum Learning Experiences is the use of businesses in the community as training labs. Our collaboration with outside partnerships requires a working relationship between students, parents, business and school. ECCHS:ICP is a multi-occupational career education program for identified students through an application/scheduling process by choice. Students have the opportunity to participate in learning experiences that combines classroom instruction with possible business and industry employment experiences. The goal is to prepare students with a variety of skills for a fast-changing workplace. Practicum is a capstone course in a coherent sequence of courses or program of study, which allows students to participate in paid or unpaid work experiences. Students implement personal and interpersonal skills (21<sup>st</sup> Century soft skills) strengthen individual performance in the workplace and society. Charlotte students will be better prepared to make successful transitions to the workplace and/or postsecondary education. The practicum, further defined below, must consist of student participation in training appropriate to the student's program of academic study and CTE classroom instruction success. Finally, in addition to the Associate of Applied Science Degree, Level I and Level II certificates may be earned in welding. Graduation with any award requires completion of the curriculum, and passage of the program's capstone Practicum and Capstone exams are given in WLDG 2451 for the AAS and Level II certificate, and WLDG 1430 under the basic welding skills curriculum.

### **Work-based Learning**

#### **Practicum and Career Preparation Education (Capstone)**

Students in ECCHS:ICP Preparation and Practicum Learning Experiences are able to participate in relevant "real world" experiences as identified through the CBC contacts, Area Workforce Committee, and the CDAT Ad Hoc ECCHS:ICP Advisory. As the program expands, a variety of local businesses, such as, construction contractors and oil field companies will be brought to the table as a contributing partner, addressing the goal for rapid deployment into the workforce for our students. One of the special features of Career Preparation and Practicum Learning Experiences is the use of business partnerships throughout the community as training labs. This arrangement requires a working relationship between students, parents, business and school.

### **Combination Welding**

A career in welding can help open doors to work in a variety of different industries and geographic areas throughout the country. At Charlotte's ECCHS, our Combination Welding program is designed to prepare students for today's welding jobs. Student in our welding academy will have the chance to learn shielded metal arc welding, gas metal arc welding, gas tungsten arc welding and flux core arc welding (future expansion with initial ICP success and support), all of which are needed by many of the growing companies and industries in America today.

Through Charlotte's ECCHS Combination Welding training program, students also have the chance to learn hands-on from instructors who are experienced in the welding field, who will introduce you to industry-standard welding equipment in order to confidence in work skills upon graduation. Students will be ready for deployment for their new career opportunity. Welders work in a variety of different industries, including manufacturing, construction, oil & gas, and repair & maintenance to name just a few in the immediate Charlotte area. The choice and decision to attend ECCHS:ICP an important step in a student's personal and professional life. CISD and the ECCHS:ICP are committed to making sure students and families have all of the information they need to make a postsecondary plan that's right for them in the Combination Welding Academy with the ECCHS:ICP.

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The awarding of a Perkins Reserve Grant to the Charlotte ECCHS:ICP initiative will provide valuable resources to update/expand program equipment, enhance/expand the staff capacity within the CTE Program, build local, community, and surrounding area support and information through active participation on committees, preparation of coursework, and deployment of Charlotte students within their chosen area of postsecondary growth. As previously mentioned, identified disparities of rural location and small enrollment regarding postsecondary growth is marginal with transportation and family finances. Additional challenges within the CISD have been identified through Title I, Part A, Title II, and SEC) of students who are the most disadvantaged (Eco Dis), in addition to being First Generation Career and College bound. The ECCHS:ICP has been planned to be positive for the students and families within the initiative. One of the special features of Career Preparation and Practicum Learning Experiences is the use of businesses in the community as training labs. People will get to know Charlotte students and better understand their needs through an expanded lens. Our collaboration with outside partnerships requires a working relationship between students, parents, business and school. ECCHS:ICP is a multi-occupational career education program for identified students through an application/scheduling process by choice. Students have the opportunity to participate in learning experiences that combines classroom instruction with possible business and industry employment experiences. The goal is to prepare students with a variety of skills for a fast-changing workplace. The ECCHS:ICP through the Combination Welding Academy vision is for *Guided Choices to Impact Achievement for Every Student!* The Practicum is a capstone course, representing coherent sequence of courses or program of study, which allows students to participate in paid or unpaid work experiences. The practicum must consist of student participation in training appropriate to the student's program of academic study and CTE classroom instruction. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and society. This final coursework would be impossible without Perkins Reserve Grant funding to build local capacity and provide additional resource needs of the Combination Welding Academy. With the plan, the collaboration, the ongoing support/monitoring/guidance, and Perkins Reserve Grant funds, Charlotte students will be better prepared to make successful transitions to the workplace and/or postsecondary education.

### Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

#### **No Barriers**

#	No Barriers	Students	Teachers	Others
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000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 007901			Amendment number (for amendments only):	
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

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By TEA staff person: